



Vermont Safe Routes to Schools

Writing Your School Travel Plan

A Reference for Communities

This guide contains content adapted with permission
from the Illinois Department of Transportation

Contents

Introduction	2
The Safe Routes to School Team.....	2
The Public Input Process	3
Description of School (s)	3
School Demographics.....	4
Current School Travel Environment.....	4
Barriers to Active Transportation.....	5
Traffic Counts	6
Creating Solutions	7
Improvements Mapping.....	11
The Action Plan	11
Plan Approval	12
Next Steps	13

Introduction

Your school or community is committed to ensuring that all our students can utilize *physically active transportation*, such as walking and bicycling, for a safe and enjoyable trip to school. This school travel plan aims to address the issues that impede active transportation and seeks to strategically solve these problems by implementing a Safe Routes to School program.

Our community is motivated to pursue Safe Routes to School because:
(check each that applies)

- ☐ we highly value student physical activity and health.
- ☐ we have a history of pedestrian and/or bicycle crashes around school(s).
- ☐ we wish to improve unsafe or insufficient walkways, bikeways, and crossings.
- ☐ we are committed to reducing speeding and reckless driving near school(s).
- ☐ our students are threatened by illegal behaviors near school(s).
- ☐ we want to improve the air quality and reduce fuel consumption around our school(s)
- ☐ we want to build better partnerships between school(s) and the community
- ☐ other _____

The Safe Routes to School Team

We believe that a diverse Safe Routes to School team develops the most successful School Travel Plans. Our Team is comprised of a variety of stakeholders, each lending their own perspective and expertise in order to make walking and bicycling to school more safe, accessible and fun for our students.

The members of our team include:

Name		Affiliation	
Name		Affiliation	
Name		Affiliation	
Name		Affiliation	
Name		Affiliation	
Name		Affiliation	

(CHOICES INCLUDE: school staff or official, student, parent, PTA/PTO or Local School Council member, local official, traffic planner/engineer, police/sheriff's department, health professional, neighbor, community organization, senior citizens group, local business owner, bicycle/pedestrian advocate, other)

The SRTS Champion and primary contact for our School Travel Plan is (include contact information):

The Public Input Process

Our Team worked to include the entire community in developing our School Travel Plan. To accomplish this, we (check each that applies):

- ☐ administered parent surveys
- ☐ interviewed key stakeholders
- ☐ publicized a public comment period
- ☐ conducted a community walking/bicycling audit
- ☐ incorporated our town's existing bike or pedestrian plan recommendations
- ☐ incorporated our School Wellness Policy objectives
- ☐ hosted public meetings
- ☐ solicited student opinions
- ☐ conducted engineering studies
- ☐ we have no public input process at this time
- ☐ other _____

Some highlights of our public input activities included:

Description of School (s)

Our School Travel Plan addresses the needs of (check only one):

- | | |
|---|---|
| <input type="checkbox"/> an individual school | <input type="checkbox"/> multiple schools include proximity (2 miles or less) |
| <input type="checkbox"/> a school district | <input type="checkbox"/> a city/municipality |
| <input type="checkbox"/> a county | <input type="checkbox"/> a region (please describe) _____ |
| <input type="checkbox"/> statewide | <input type="checkbox"/> other _____ |

Note: For plans serving multiple schools, all remaining sections of the School Travel Plan should address all schools collectively, using aggregate information.

The school(s) included in our School Travel Plan is/are (include partnership levels):

School Demographics

Our student demographic information includes:

% Free/Reduced Lunch
 % ESL _____ language?

% Special Education
 % 504 Plans

Current School Travel Environment

The following was collected using the student travel tally conducted on _____ and _____.

This is how our students travel to and from school:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
Number of students							
Percentage of Students							

These are the distances our students live from school:

Distance lived from school	0 miles to ½ mile	½ mile to 1 mile	1 mile to 1 ½ mile	1 ½ mile to 2 miles	Over 2 miles
Number of students					
Percentage of Students					

We have the following supports or activities in place during student travel times (check each that applies):

- | | |
|---|---|
| <input type="checkbox"/> crossing guards | <input type="checkbox"/> student patrol |
| <input type="checkbox"/> parent patrol | <input type="checkbox"/> staff presence during drop-off/pick-up |
| <input type="checkbox"/> Walking School Bus | <input type="checkbox"/> Bike Train |
| <input type="checkbox"/> police department support | <input type="checkbox"/> crime or violence prevention program |
| <input type="checkbox"/> Neighborhood Watch program | <input type="checkbox"/> school traffic safety plan |
| <input type="checkbox"/> other _____ | |

Our school arrival and dismissal procedures include (provide detail):

For pedestrians & bicyclists	
For school buses	
For carpools	
For private vehicle drop-off/pick-up	
For teachers and staff	

Other school travel policies include _____

Our school ☐ **does** ☐ **does not provide bus service to students.**

(If yes) Bus service is provided to children who: _____

Our school is already engaged in activities that enhance safe and active student travel including:

--

Barriers to Active Transportation

We have identified and prioritized the following barriers to walking and bicycling to school (check each that applies, and circle its importance as 'high', 'medium', or 'low'):

- | | |
|--|-----------------------|
| <input type="checkbox"/> Distance | (high) (medium) (low) |
| <input type="checkbox"/> Convenience of driving | (high) (medium) (low) |
| <input type="checkbox"/> Time | (high) (medium) (low) |
| <input type="checkbox"/> Child's before- and after-school activities | (high) (medium) (low) |
| <input type="checkbox"/> Speed along traffic route | (high) (medium) (low) |
| <input type="checkbox"/> Amount of traffic along route | (high) (medium) (low) |
| <input type="checkbox"/> Adults to walk or bike with | (high) (medium) (low) |
| <input type="checkbox"/> Sidewalks or pathways | (high) (medium) (low) |
| <input type="checkbox"/> Safety of intersections and crossings | (high) (medium) (low) |
| <input type="checkbox"/> Crossing guards | (high) (medium) (low) |
| <input type="checkbox"/> Violence or crime | (high) (medium) (low) |
| <input type="checkbox"/> Weather or climate | (high) (medium) (low) |
| <input type="checkbox"/> Other _____ | (high) (medium) (low) |

Creating Solutions

Goals

Our primary goal(s) for active school transportation are (check each that applies):

- ☐ increase the number of students walking and bicycling to school
- ☐ improve the safety of walking and bicycling students

Strategies

We have identified strategies involving the 5 “E’s” of Safe Routes to School to address the barriers to walking and bicycling in our community and to achieve our stated goals. **We have selected at least one strategy from each of the categories of Education, Encouragement, Enforcement and Evaluation**, in addition to any Engineering strategies that are indicated. Indicate strategies on the following pages.

**Following is a brief explanation of each of our proposed EDUCATION activities:
(check at least one)**

- ☐ teach pedestrian and bicycle safety skills to students and parents
- ☐ organize a Bicycle Safety Fair or training course to teach on-bike skills
- ☐ teach personal safety skills to students and parents
- ☐ teach the health, environmental and sustainable transportation benefits of walking and bicycling to students and parents
- ☐ educate parents and caregivers about safe driving procedures at the school
- ☐ train school and community audiences about Safe Routes to School
- ☐ other _____

**Following is a brief explanation of each of our proposed ENCOURAGEMENT activities:
(check at least one)**

- ☐ start a Walking School Bus program
- ☐ start a Bike Train program
- ☐ host International Walk to School Day or Vermont Walk to School Day
- ☐ initiate a walking/biking mileage club or other contest
- ☐ create a park-and-walk program
- ☐ promote Safe Routes to School in the community
- ☐ initiate an incentive program for safe travel behaviors among students
- ☐ host monthly walk and bike to school day events
- ☐ host weekly walk and bike to school days
- ☐ other _____

**Following is a brief explanation of each of our proposed ENFORCEMENT activities:
(check at least one)**

- ☐ create a crossing guard training program
- ☐ create a parent or student patrol program
- ☐ lower speed limits in school vicinity
- ☐ utilize speed feedback trailers or signs
- ☐ conduct increased warning and ticketing efforts that target motorist
- ☐ start a Neighborhood Watch/Block Captain initiative
- ☐ conduct a community safe driving awareness campaign
- ☐ other _____

Following is a brief explanation of each of our proposed ENGINEERING activities within 2 miles of schools: (check each that applies)

- ☐ construct, replace, improve or repair sidewalks
- ☐ create on-street bicycle facilities (bike lanes, widened shoulders, etc.)
- ☐ build off-street walking/biking paths
- ☐ install street crossing improvements (crosswalks, curb extensions, median refuges, raised crossings, pedestrian bridges or tunnels)
- ☐ install new or improved lighting for walkways or bikeways
- ☐ install new or improved signage (school zone, speed limits, crosswalk)
- ☐ install new or improved pavement markings or legends
- ☐ make existing walkways accessible to disabled students
- ☐ install bike parking near schools (bike racks, bike lockers, covered shelters)
- ☐ install traffic calming or speed reduction measures (curb extensions, speed humps, traffic circles, raised crosswalks, narrowing lanes, street closures)
- ☐ install traffic control devices (traffic signals, pedestrian signals, flashing beacons)
- ☐ design pick-up and drop-off procedures to increase safety and access
- ☐ divert traffic away from school zone or designated routes
- ☐ winter maintenance to keep walk and bike routes clear
- ☐ other _____
- ☐ engineering strategies are not indicated at this time for our community

**Following is a brief explanation of each of our proposed EVALUATION activities:
(check at least one)**

To gauge the success of our efforts, we collected data both before and after implementing our strategies. We are measuring the impact of our school travel plan by (check at least one):

- ☐ conducting the student tally (measure mode change among students)
- ☐ conducting the parent survey (measuring parent/guardian perceptions)
- ☐ conducting traffic counts
- ☐ conducting bicycle and pedestrian counts
- ☐ obtaining planning services for expanding or improving an existing SRTS plan
- ☐ we have developed additional safety evaluation measures that include:

Evaluation Method	"Before" Measure and Date Collected
Use student tally to count number of walking and bicycling students	Date(s): % Walking: % Bicycling
Track number of crashes	Time Period: # of Crashes:
Measure parent perceptions of safety using parent survey	Date: Top 3 concerns: 1) 2) 3)
Your own method	Date: Measurement:

Improvements Mapping

Note: Include maps, figures, and drawings that represent planned or desired infrastructure improvements. You can create a custom online map on Google Maps that locates, identifies, and shows pictures of your neighborhood and routes: <http://www.maps.google.com/> Click on “My Places” to create a map. For assistance with mapping activities contact your Regional Planning Commission or Metropolitan Planning Organization.

The Action Plan

The Safe Routes to School Team is committed to realizing our vision for a safe, enjoyable and accessible walking and bicycling environment for our students. We will utilize the following Action Plan to keep our efforts focused and on track:

PROPOSED SOLUTIONS FOR THE FIVE E's			
Education Actions	Responsibility	Time Frame	Cost
Engineering Actions	Responsibility	Time Frame	Cost
Enforcement Actions	Responsibility	Time Frame	Cost
Evaluation Actions	Responsibility	Time Frame	Cost
Encouragement Actions	Responsibility	Time Frame	Cost

(Refer to VT SRTS Travel Plan Guide for examples)

Plan Approval

We believe that building a strong partnership between schools and local government is fundamental to the success of a School Travel Plan.

Our School Travel Plan has been endorsed by the following representatives:

REQUIRED: SCHOOL OFFICIAL

Name and Signature: _____

Title: _____

Representing: _____

REQUIRED: SCHOOL DISTRICT OFFICIAL

Name and Signature: _____

Title: _____

Representing: _____

REQUIRED: LOCAL GOVERNMENT OFFICIAL

Name and Signature: _____

Title: _____

Representing: _____

REQUIRED: PARENT ORGANIZATION

Name and Signature: _____

Title: _____

Representing: _____

OPTIONAL: OTHER POLITICAL SUBDIVISIONS (Regional Planning Commission)

Name and Signature: _____

Title: _____

Representing: _____

OPTIONAL: HEALTH ORGANIZATION (local public health agency, hospital, non-profit)

Name and Signature: _____

Title: _____

Representing: _____

Next Steps

Share your school travel plan with your community.

- a. Post it on your school, town, or regional website
- b. Write and submit press releases for your local newspapers
- c. Share information in school and neighborhood newsletters

Put the plan into action.

- a. This plan is your guiding document for your SRTS program, use it to stay on track with program goals and update often
- b. Your School Travel Plan is meant to be a living document and is able to change as your school determines what SRTS activities work best
- c. Pass your plan along so champions and committees in the future have access to both hard and soft copies of the plan

Use this plan to apply for relevant grants – you’ve already done the work!